

# **CENTRAL INSTITUTE OF HIGHER TIBETAN STUDIES (DEEMED TO BE UNIVERSITY)**

## **Report on ‘Two-Day Visit to Jeevan Jyoti Inclusive School, Sarnath, Varanasi’**

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### **Introduction:**

On April 13th and 15th, 2024, the Centre for Teacher Education (CTE) organized a comprehensive two-day visit to Jeevan Jyoti Inclusive School for B.Ed. 2<sup>nd</sup> year and B.A.B.Ed. 4<sup>th</sup> year students under the expert supervision of Dr. Anil Kumar Gupta, Assistant Professor (Education). The purpose of the visit was to provide students with an immersive experience in understanding and implementing inclusive education practices for students with diverse learning needs.



### **Objectives:**

1. To gain a deep understanding of inclusive education principles and practices.
2. To observe and analyse teaching methodologies and assistive technologies tailored to meet the needs of students with special needs.
3. To interact with educators, therapists, and students at Jeevan Jyoti Inclusive School.
4. To understand the holistic rehabilitation approach adopted for individuals with locomotor disabilities.
5. To learn about community-based rehabilitation initiatives promoting social inclusion for persons with disabilities.
6. To reflect on the challenges and opportunities in creating inclusive learning environments.
7. To develop strategies for promoting diversity, equity, and inclusion in future teaching practices.

## Activities:

Upon arrival at Jeevan Jyoti Inclusive School, students were warmly welcomed by the school staff and management. The day began with a brief orientation session conducted by the respected school principal Sister Lima, who provided an overview of the school's philosophy, mission, and approach to inclusive education.



Dr. Anil Kumar Gupta addressed the whole school about the our institute's vision, mission, and approach to inclusive and culture responsive education and he also shown his gratitude to the Principal Sister, Vice-Principal Sister, all the teachers and students on the behalf of CTE, CIHTS for facilitating the visit. This was followed by a guided tour of the school premises, including classrooms, therapy rooms, and recreational areas.



Throughout the visit, students had the opportunity to observe inclusive teaching practices in action. They attended classes alongside students with diverse abilities and witnessed first-hand the various instructional strategies employed by teachers to accommodate different learning styles and needs. Interactive sessions with teachers and special educators allowed students to

gain insights into the individualized support provided to students with special needs, including assistive technologies and adaptive resources.

In addition to classroom observations, students actively participated in inclusive activities and workshops organized by the school. These included art and music sessions, sports activities, and group discussions on disability awareness and sensitivity. Students also had the chance to engage with students with special needs in informal settings, fostering mutual understanding and empathy.



## **Special Centres:**

### **1. Special School for Visually Impaired:**

Here, students observed specialized teaching methods tailored to meet the unique learning needs of visually impaired students. They learned about the use of assistive technologies such as Braille books and screen readers to facilitate learning and communication. The dedication of teachers and the resilience of students left a lasting impression on the visitors.



### **2. Jeevan Jyoti Walkabout Rehab Centre for Locomotor Disability:**

Following the visit to the Special School for Visually Impaired, students proceeded to the Jeevan Jyoti Walkabout Rehab Centre for Locomotor Disability. This center employs a holistic approach to empower individuals with locomotor disabilities. Students learned about physiotherapy, occupational therapy, and counselling services provided to enhance the mobility and independence of beneficiaries. They engaged in discussions with therapists and



interacted with beneficiaries to gain insights into their rehabilitation journey and challenges faced.



### **3. Community-Based Rehabilitation Centre:**

Here, students focused on community-based rehabilitation initiatives promoting social inclusion for persons with disabilities. They visited the Community-Based Rehabilitation Centre, where they learned about outreach programs and advocacy efforts aimed at creating an inclusive society. They interacted with community members and beneficiaries to understand their experiences and the impact of rehabilitation services on their lives.

### **Outcomes:**

The two-day visit to Jeevan Jyoti Inclusive School proved to be a valuable learning experience for the B.Ed. and B.A.B.Ed. students. They gained practical insights into the implementation of inclusive education principles and strategies, which will enhance their effectiveness as future educators. The visit also prompted students to reflect on their attitudes towards diversity and inclusivity, inspiring them to create supportive and inclusive learning environments in their future classrooms.



**Conclusion:**

The Two-day visit to Jeevan Jyoti Inclusive School, organized by CTE under the supervision of Dr. Anil Kumar Gupta, provided students with a first-hand experience of inclusive education in practice. Through observations, interactions, and reflections, students gained valuable insights into the challenges and opportunities of inclusive teaching and learning. The visit reaffirmed the importance of promoting diversity, equity, and inclusion in education and equipped students with the knowledge and skills to be effective advocates for inclusive practices in their future careers.

*(This report is prepared by Dr. Anil Kumar Gupta, Assistant Professor, Education, CTE, CIHTS)*



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